GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC

Common Core State Standards Treasures Grade 4

Final Review

Directions for use:
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
    - 2 – Exceeds expectations
    - 1 – Meets expectations
    - 0 – Does not meet expectations
    (For any indicator receiving a 0, comments must be provided justifying the score.)
- Record the total score for each area in the final row for the section.

CENTER ON
INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	Used surveys with results of each component based on various site visits.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	Teacher's Edition has reproducibles that are exactly what teachers need. Each addresses different comprehension skills and teaches how to answer questions in different formats (comprehension in cause/effect; comprehension in compare/contrast; comprehension in problem/solution in sequencing; writing and visualizing; generating questions; confirm and revise predictions).
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	This is one of the strongest components.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	Well marked in Teacher's Edition on students' pages. Good questions and lots of Core standard referencing. As our districts push us to be extremely specific about objectives, this makes things very clear.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	Vocab words are challenging. Weekly "Essential Questions" which are used for a story focus, gets more high level as students progress through the text.
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	Each unit differentiates its material and teaching strategies in addition to keeping each reading-based. Evidence shows some lessons include grammar. However, there are lessons that you would not use during the 90 minute block according to our state regulations on what's "in" during the block.
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	

the consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
addressing the components of reading every day?	X	X	X	X	X	X	X	1	Phonemic Awareness is not always evident, but not appropriate for most 4th graders.
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	CCSS Lesson Plan Cards which accompany each lesson are very helpful.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	1	At times it seems the components are isolated and do not feed off one another.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based on	X	X	X	X	X	X	X	1	

	assessment?									
24.	Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25.	Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	
26.	Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27.	Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28.	Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29.	Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	2	Used information as stated in MacMillan/McGraw Hill Efficacy Packet.
30.	Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	*Publisher's Comment*: The program is intended for the classroom teacher. The label of Teacher's Edition is meant to indicate that use. Due to the various ways in which school districts and individual schools identify classroom teachers, the school would determine who will receive and use program components.
31.	Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	*Publisher's Comment*: The materials are intended for the teacher/student setting. Materials are identified as teacher materials and student materials. Due to the various ways in which school districts and schools are organized, the specific setting for which the materials are to be used in a particular school is to be determined by the school.
TOTAL									50	

PHONICS (P)		K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1.	Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	
2.	Is phonics instruction **systematic**?	X	X	X	X	X	X	X	1	
3.	Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	

Question								Score	Notes
4. Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	1	It appears that every unit integrates phonics within the daily teaching.
5. Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	Phonics and Spelling are combined and there is a Spelling Cumulative Review.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	2	
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	2	
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	2	Great Word Building Cards. There is evidence of chunking and modeling, but it's tied more to traditional spelling and not a reading/word study.
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	2	
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	
15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	2	
16. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	
18. Does the program include spelling		X	X	X	X	X	X	2	

	K	1	2	3	4	5	6	Score	Comments
strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?									
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?			X	X	X	X		2	
20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words?	X	X	X	X	X	X		2	
21. Are there activities for distinguishing and interpreting words with multiple meanings?	X	X	X	X	X	X		2	
22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?	X	X	X	X	X	X		2	
23. Are words used in advanced phonics activities also found in student texts?	X	X	X	X	X	X		1	
TOTAL								**34**	The phonics piece seemed like more a review, not that it was really broadening and deepening. It doesn't have a lot of rigor.

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction **explicit**?	X	X	X	X	X	X	X	2	Within the phonics portion daily.
2. Is fluency instruction **systematic**?	X	X	X	X	X	X	X	2	Yes, via practice pages and audio CD.
3. Does fluency instruction include **coordinated instructional sequences and routines?**	X	X	X	X	X	X	X	2	Daily practice that builds upon each other.
4. Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	Good modeling with Think Aloud.
5. Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	In the fall, winter, and spring.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	Included on transparencies
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	Model as needed. No lessons or scripts are provided for teacher support.

#	Question	1	2	3	4	5	6	7	Rating	Comments
9.	Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	Model as needed. No lessons or scripted text provided for teacher support.
10.	Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	It occurs every day, but it doesn't seem like so much of a seamless transition. Although if you don't use the student text, some of the passages won't make sense because they are from the story.
11.	Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12.	Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	Found in the Spelling Portion
13.	Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	With Spelling, Vocabulary and Phonics.
14.	Are research-based fl2uency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	
15.	Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	2	Mostly multi-paragragh passages for 4th graders. The passages are very appropriate in length and difficulty.
16.	Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
17.	Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
18.	Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	Prompts as reminders, but no examples given for teacher support.
19.	After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	Prompted to provide corrective feedback and comments. No teacher directive or support given. It just tells you to fix it but not how.
20.	Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	Time is set aside during Day 5 of small group reading time only.
21.	Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	2	
22.	Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading		X	X	X	X	X	X	2	

		K	1	2	3	4	5	6	Score	Comments
	levels for individual students?									
23.	Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24.	Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	2	
25.	Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	*Publisher's Comment*: Suggestions for grouping students are provided in *Managing Small Groups: A How To Guide*, which is provided with the Treasures materials for teachers. The guide is also referenced at the beginning of each week's instruction on the Managing the Class page.
26.	Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	*Publisher's Comment*: Each week fluency instruction focuses on a specific skill or skills, such as reading with proper intonation or phrasing. Though it is not usually stated, the clear implication is that students should focus on errors related to those skills when reading with partners.
27.	Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	Found in the Fluency Assessment.
28.	Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	Found in the Fluency Assessment.
TOTAL									41	

VOCABULARY (V)		K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1.	Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	2	Website is helpful.
2.	Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	2	
3.	Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	2	A strong connection between the word meaning and a visual representation to aid in retention.
4.	Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	2	Building Robust Vocabulary with 5-day vocab.
5.	Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	2	Unit assessments and reviews.
6.	Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	2	End of the week assessments in the Vocab Intervention Teacher's Edition.
7.	Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	

8.	Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9.	Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10.	Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	Time for Kids nonfiction texts, good leveled Readers for class library (Approaching, On Level, and Beyond) and interactive read-aloud anthology with plays.
11.	Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12.	Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13.	Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	Found in the inside cover of leveled readers.
14.	Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	Vocabulary strategies found within each unit.
15.	Does the instructional routine for vocabulary include:									
	Introducing the word?	X	X	X	X	X	X	X	2	
	Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	The first several steps of Marzano's 6 step vocabulary process are enforced.
	Clarifying the word with examples?	X	X	X	X	X	X	X	2	
	Checking students' understanding?	X	X	X	X	X	X	X	2	Computer has great quick checks for this.
16.	Are ample opportunities provided to engage in oral vocabulary activities that:									
	Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	Found in leveled texts.
	Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	There is a vocabulary routine.
	Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	Use of illustrations in pre-teaching section.
17.	Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	2	
18.	Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic	X	X	X	X	X	X	X	1	

Question									Comments
maps, concept definition mapping, and word classification?									
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	2	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	These are integrated into the spelling and vocabulary portions of each unit. Prefixes and suffixes are taught as a whole word and then broken apart from the base/root
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	2	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	2	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	2	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	2	On-line resources/websites available.
TOTAL								66	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	Both hard copy and digital copy available.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	Metacognition is not used as a term but the concept is implied and taught.
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	Repeated in later lessons.
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	Sometimes it seemed like they were throwing in a strategy just to throw in a strategy.
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	Listening comprehension, speaking and viewing, word study, comprehension, fluency, writing, and grammar assessments.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	Focus Q's do this.
16. Does the program provide prompts for	X	X	X	X	X	X	X	2	Focus Q's and Quick checks throughout the

Question									Comments
the teacher to guide the students through texts using think-alouds?									various texts. This seems to be a very strong component.
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	Computer Read Aloud is great feature. Teacher read-alouds and on-line texts available for additional practice.
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	Yes, in *Time for Kids.*
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	Cross curriculum items are another strong feature.
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	Yes, especially in the writing portion of the program.
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	Usually on Day 5 of the week's lesson.
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	

	K	1	2	3	4	5	6	Score	Comments
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	Yes, in *Time for Kids*.
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	2	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	Yes, via partner reading and talking.
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	Good modeling of this during the teaching portion of the lesson. Re-reading and prior knowledge are strengths with this program. No evidence of note-taking and visualization skills in relationship to text.
TOTAL								65	Although the strategies are reviewed throughout the year, there isn't enough in-depth study of these for students to be able to use them automatically.

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	Documentation provided in Teacher's Edition and printed material.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	2	Documentation provided in Teacher's Edition and printed material.
TOTAL								4	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	
TOTAL								4	The program appears "cold." The stories or the leveled books don't appear overly high interest.

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	Benchmark Assessments, End of Unit Assessments, End of Week Assessments, Fluency Screenings, and Running Records available.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	Fairly vague. Explicit on what worksheet to go to, but not on what to actually teach instead of just practicing something again in a similar way.
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	
TOTAL								5	Strong assessment resources with fluency and comprehension snapshots.

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	This is a weakness. Because things move on a weekly basis, it feels like it covers everything, but not in great depth.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	Life of ownership training for new teacher and on-site lead teacher consultant training workshop. Webinars also available, as well as on-line training.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	Assessment options are shown in training.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	2	CD and on-line resources available.
TOTAL								6	